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ABSTRACT

In order to develop a greater degree of understanding and appreciation of the Vocational Education Amendments of 1968, the legislation development of Vocational Education is reviewed with particular emphasis on the ten per cent of each State's basic annual allotment to be spent for the handicapped. "Handicapped persons" is defined and guidelines for vocational education teachers of the handicapped are reviewed. Goals of the three primary agencies serving the handicapped in school programs Vocational Education, Vocational Rehabilitation, and Special Education are presented, interagency cooperation for delivery of quality service are explored, and mention is made of some of the better programs serving the handicapped found in the literature. A model cooperative agreement is explored, and training of personnel and other possible services available under the amendments are reviewed. In conclusion the specific impact of the Amendments are briefly discussed. (AG)

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A REVIEW OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 AS RELATED TO THE HANDICAPPED

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INTRODUCTION

In order to develope a greater degree of understanding and appreciation of the Vocational Education Amendments of 1968, a brief presentation of the legislation development of Vocational Education will be reviewed, and emphasis on the ten percent set aside for the handicapped will be studied in some detail.

The "handicapped" will be defined, guidelines for vocational education teachers of the handicapped will be reviewed, goals of the three primary agencies serving the handicapped in school programs will be presented, interagency cooperation for delivery of quality service will be explored, and mention will be made of some of the better programs serving the handicapped found in the literature. A model cooperative agreement will be explored, training of personnel and other possible services available under the amendments will be reviewed and specific impact of the Vocational Education Amendments of 1968 will be briefed.

VOCATIONAL EDUCATION LEGISLATIVE DEVELOPMENT

The Smith-Hughes Act of 1917 and the George-Barden Act of 1948 serve as landmark cases in Vocational Education which made possible tremendous development of programs. By 1958, the Vocational Education budget was up to $57 million, and the Vocational Education Act of 1963 raised funding to $225 million. The 1963 act was important for several reasons: (1) The Act freed Vocational Education from thinking in terms of specific categories of occupational areas like home economics, office occupations, distributive education, trade and industrial education, and agriculture to planning for six specific purposes:

(1) Vocational education for persons attending high school;
(2) Vocational education for persons who have completed or left high school and are available for full-time study;
(3) Vocational education for persons who are already in the labor market;
(4) Vocational education for persons who have academic, socio-economic handicaps that prevent them from succeeding in regular programs;
(5) Construction of vocational schools;
(6) Ancillary services to assure quality programs. (31 , p.20)

For the first time money could be shifted from one category to another. Unfortunately, the Act of 1963 did not tie funds to performance. Lacking this tie, there was no particular emphasis placed on co-ordinated planning between local, state, and Federal agencies. (8 , p.1) This was particularily true in terms of vocational services to "persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational educational program."

Nationally, only 79 such programs had been established according to a study entitled, "A National Survey of Vocational Education Programs for Students with Special Needs", published in May, 1966 (11 , p. 751).

As a result of such minimal results, President Johnson signed Public Law 90-576, the Vocational Education Amendments of 1968 on October 16, 1968. This law reemphasized Congressional intent that handicapped youth should receive training in vocational education. Specifically, the law was worded "handicapped persons who because of their handicapping condition cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program" (11 , p. 752).

HANDICAPPED DEFINED

The definition of the handicapped is cited by Weintraub (11, p. 752), Gordan (14, p. 2), Gaer (12, p.7), and U.S.O.E. (29 ,p. 3), but all relate to the terminology used in the amendments as

> "Handicapped persons" means mentally retarded, hard of hearing, deaf, speech imparied, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program (Federal Register, Vol. 35, No. 4, Part II, Jan. 7, 1970, S 102.3 (o)).

GUIDELINES AND CHARACTERISTICS OF THE HANDICAPPED TO CONSIDER IN VE PROGRAMS

Some guidelines which the vocational educator should consider when training a handicapped youth for employment include:

> 1. Train for the acquisition of basic employability characteristics.

2. Provide the academic teachers with information about the needs in academic skills as they relate to a specific vocational training area.
3. Train at a level of competency which matches the youth's potential.
4. Train in an area where the student can master a skill which is saleable.
5. Where possible, combine training in the school with on-the-job training.
6. Be prepared to provide for shorter instructional periods and for longer total time of course completion.
7. Be prepared to repeat segments of instruction, particularly for those students who possess learning handicaps.
8. Make provision for individualized instruction.
9. Utilize demonstration lessons and manipulative endeavor in the case of handicapped students with learning disabilities.
10. Provide for frequent reinforcements of student's progress in learning situations.
11. Make certain to treat all aspects of a learning situation; never take for granted the occurrence of incidental learning.
12. Place great emphasis upon safety procedures and caution in the use of tools and equipment.
13. Ensure an emotionally stable and predictable training environment.
14. Make copious use of the prevocational evaluation and the vocational counselor's support. (30 , p.50).

Whether the handicapped are served through a self-contained unit, resource conept, or integrated with regular students, one should maintain flexibility of thought when developing and operating a program. One should be cautious in developing a "set" in thinking that the handicapped should be locked into a rigid, unyielding program of study. Contributory factors change, which in return alter learning rates and tolerance points. Yet -- there are certain characteristics which the program planner needs to be cognizant of. The handicapped person:

1. may fail to possess feelings of personal adequacy, self-worth, and personal dignity; he may have failed so often in school that he is provided with a feeling of hopelessness. He may also be unable to accept the disability which has been reinforced by society's negative stereo-typing.

2. may frequently be a disabled learner limited in his capacity to master basic communication and computational-quantitative skills.
3. may have limited mobility within his community and thus have little knowledge of not only the mechanics of getting about, of how to use public transportation, but will lack important information regarding the community's geography, institutions, and places of commerce and industry. As a result, he may not view himself as a part of his community.
4. may possess personal-social characteristics which interfere with his ability to function satisfactorily in a competitive work setting.
5. may be affected by chronic illnesses and by sensory-motor defects which reduce his effective response to training and placement.
6. may possess physical characteristics which can elicit rejection and can be viewed by peers, teachers, and employers as unpleasant.
7. may lack goal orientation and particularly that which relates to selection of an occupational training area and the anticipation of fulfillment in that area.
8. may have unrealistic notions as to what occupational area would be most appropriate.
9. may lack exposure to worker models. This is particularly true of the large number of handicapped youth whose families receive public assistance or who are plagued by chronic unemployment.(30, p. 41)

ELIGIBLE PROGRAMS UNDER VEA'S, 1968

Specific mandates outlined by the 1968 Vocational Education Amendments stipulates that at least 15 percent of each State's basic annual vocational allotment be spent for the disadvantaged, 10 percent for the handicapped, and 15 for postsecondary programs. Economically depressed and high drop out regions were given additional breaks in that up to one third of a state's allotment may go for funding consumer and homemaking education for up to 90 percent of the total cost and a minimum of $200,000 was alloted each state for cooperative vocational education programs. Up to 100 percent of the program cost may come from Federal funds. (29, p. 4-5)

Other areas funded include work-study programs, exemplary programs and projects, residential schools, research and training, curriculum development, and personnel training. The above mentioned areas had expiration dates indicated and were funded primarily "to stimulate innovative or developmental efforts in vocational education" (29, p. 7).

For clarification, it may prove benefical to define cooperative program and work-study as used in reference to vocational education. A vocational educational cooperative program indicates a program organized so that a student works part-time on a job directly related to his course of study in school. The Co-op Program, when in reference to to a Cooperative Special Education - Vocational Education - Vocational Rehabilitation Program is an abbreviation which is descriptive of a contractual relationship. Work-study used in vocational education or in a Co-op Program setting is synonymous. The student is employed up to 15 hours per week, but not necessarily in a job related to his curriculum. Summer employment does not limit the students work eligibility during the academic school year (29, p. 7).

Often times program planners indicate that work-study is justified in that it aides in the development of a saleable skill or employability. Chaffin, et al, maintain that

> it would appear that the goal of the work-study program is not to make students employable; rather the goal is to enhance the employability which already exists for most of the students in the program (7, p.737).

PRIMARY STATE AGENCIES SERVING THE HANDICAPPED

The three primary state agencies responsbile for the education, training, and placement of handicapped youth may be outlined as follows:

A- Vocational Education: Traditionally responsibility for training within specific job areas. The more usual categories which have proved successful with the mentally retarded include welding, autobody and fender repair, watch repair, sheet metal, cosmetology, and commerical cooking.

B- Vocational Rehabilitation: Concerned with eventual job placement and follow-up of clients. While clients are listed in work adjustment training "status 18" or extended evaluation "status 06", Rehabilitation may purchase training and/or supplies for training purposes. Said training may be secondary, post secondary, private, trade or business school, or on-the-job. The above mentioned services may be done on an individual basis, via services to groups of individuals, or through the establishment of a Rehabilitation facility (4, p. 92-95).

C- Special Education: Responsible for coordinating public school activities which have the objective of personnel, social, and vocational competency development and/or improvement for the handicapped.

INTERAGENCY COOPERATION FOR QUALITY SERVICE WITH SPECIFIC EXAMPLES

In serving the handicapped, the primary reason for cooperation is to maximize utilization of available resourses through the avoidance of duplication of effort and fragmentation of services delivered.

No one agency can effectively deliver the total scope of services needed to guide, educate, train, counsel, and place handicapped youth in self-satisfying employment. Each agency currently involved in rendering services to the handicapped has their own unique goals and objectives, yet, enough of said objectives overlap that cooperatively an effective program of services may be provided the handicapped.

At the 1968 MRA Conference, James J. Gallagher indicated that

> Cooperation is a lot easier to talk about than to achieve. We need the feeling of security and mutual respect, so that as someone has said, there will not be the feeling that we are "doing" while the other group is "operating". To attain this elusive goal, we must fight off the most negative of human emotions -- that is, suspicion of other professional groups, concern for our own insecurities, and worries about potential loss of status and prestige (13, p. 30).

As late as July 29, 1970 at the Regional Training Conference on Vocational Education and Rehabilitation of the Disabled and Disadvantaged at the University of Florida, Glenn Calmes , Assistant Regional SRS Representative, and Tom Irvin, BEH Region 4 Representative, indicated that much energy is being expended on the old concepts of "coordination" and "cooperation" (6, p. 77-83).

One of the most quoted examples of a voluntary Cooperative Program involving Special Education, Vocational Education and Vocational Rehabilitation in the Southeast prior to the 1968 Amendments is Manatee County, Florida. In 1964, a "Special Disadvantaged Projected" was designed to "Bridge the gap between education and remunerative employment" (30 p. 23). In reviewing the "Special Disadvantaged Project" (19, p. 1-80) and discussing it with Mr. Joe Leatherman, project director, it becomes evident that although the majority of students involved in the project may have been "disadvantaged", the primary disabling condition utilized for selection and placement was "mental or functional retardation" (19, p. 13). This project appears to be excellent in an endeavour of cooperation to serve handicapped youth.

More recently, three high schools in Duval County, Florida, (Forrest, Ribault, and Englewood) and the Dixie Beggs Center in

Pensacola have received recognition for effectiveness. (20, P. 41, 42, 45). Frank Harris, State Coordinator, Public School Programs, North Carolina Division of Vocational Rehabilitation reported at the Regional Council of Cooperative VR- Public School Programs (15, p. 1) that North Carolina plans to have a representative of Special Education, Vocational Rehabilitation, and Vocational Education assigned to each LEA and high school with the objectives of implementation to find better ways of serving the handicapped while preventing unwarranted duplication. J. Johnson, Assistant Superintendent, Hamilton County, Tennessee indicated at the 1971 NRA Convention in Memphis that the Hamilton County Occupational Center was effectively utilizing the aforementioned three agencies plus business and industry to compose a more effective program for the handicapped (18, p.2).

The states of Alabama, Kentucky, and Mississippi have placed a good majority of their Vocational Educational units in Rehabilitation workshops or evaluation centers (6, p. 78).

It is interesting to note the emphasis which trade schools place on certain categories of individuals as a result of the influence of the philosophy of the local administration. Jerry Olson related at the National Conference on Vocational Education of Handicapped Persons that

> .....school districts often build area vocational technical schools for the intellectually capable, special skill centers for the mentally subnormal, scholars programs for the intellectually gifted and programs with great ambiguity and little direction for the majority of students. It is interesting to note that all of the programs function as if they were housed in separate agencies and dealing with different species of human beings (22, p. 40).

A case in point is Oklahoma State Tech, Okmulgee, which reports that special considerations are made for the "socio-economically physically and educationally handicapped student" (26, p.39) in their residential vocational school. On careful review of the "Consultant's Working Papers", Project No. 9-7003, only two of ninety-two pages are devoted to the handicapped with the disadvantaged making up the remainder. Of the variety of handicapping conditions cited as participating residents, the vast majority were physically handicapped -- no mentally retarded.

Dr. Jim Selman, former Interim Division Director of Vocational Education in Alabama, related at the Conference of VE and VR of the Disabled and Disadvantaged 1970, that if one were to view a vocational education class for the handicapped that nothing significantly different would be occurring than that taking place in the regular vocational education unit across the hall. The no significant difference was attributed to no differences in teacher training programs, preparation of supervisory staff, or in curricular offering. Individualized programmed instruction (IPI) was offered as a plausible solution at the local level. Dr. Selman advocated program planning on the basis of the job that needs to be done as opposed to first looking at the budget. Cooperative team effort among agencies in serving the handicapped as well as evaluation of said programs was proported (24, p. 31-33).

A lack of agency coordination was shown to some extent by participant evaluation in a training program entitled "Institute for Vocational Education Teachers on Understanding and Teaching Handicapped Youth". This project was planned by representatives of the Special Education Department, University of Alabama and the Vocational Education Department, Miles College in Birmingham. Vocational Education teachers projected

for assignment to handicapped units were invited to the Institute which was taught by the Special Education Department in Tuscaloosa. "The major focus of the Institute was to give each participant an understanding of the emotional, social, and educational problems they may encounter in teaching and working with handicapped youth" (32, p. 1). Specific recommendations for furture institutes include:

SPECIFIC RECOMMENDATIONS FOR FUTURE INSTITUTES

RECOMMENDATIONS I. Institutes of this type should be geared up to dealing with the handicapped youth and adult, ages 16 to 65.

RECOMMENDATIONS 2. That more time be devoted to observation and actual teaching experiences with handicapped youth.

RECOMMENDATION 3. Institutes of this type should be at least six (6) weeks long compared to 3 weeks.

RECOMMENDATION 4. More time is needed to adequately develop addendums to the Vocational Education Study Guides for various handicapping conditons.

RECOMMENDATION 5. More involvement is needed between Vocational Education, Vocational Rehabilitation, and Special Education, in developing institutes of this type.

RECOMMENDATION 6. More time is needed to look at and use various types of teaching materials and techniques for the handicapped.

RECOMMENDATION 7. The group discussions be structured more and definite aims and purposes of these discussion groups be clearly defined.

RECOMMENDATION 8. More personnel from Vocational Education and Vocational Rehabilitation be utilized on the teaching staff. (32, p. 3-4).

In summarizing "Problems and Issues in VE of the Disabled From the Frame - of - Reference of the Special Educator", 1970, Harvey indicated that

> basically, each of the three agencies or disciplines has worked within differing frameworks and even with different stated goals for those with whom we work. Each of us will have to make compromises and still not feel compromised if a youth is to receive the kinds of services each of us is capable of affording him and which ultimately are required if he is to become optimumly effective in relation to his handicap (16, 26).

COOPERATIVE AGREEMENTS

Three and four party agreement contracts have evolved with significant incidence since the Vocational Education Amendments of 1968 and usually involve a local education agency (LEA), Special Education, Vocational Education, and Vocational Rehabilitation. (See Appendix page A1 for copy of Alabama Co-op Agreement with Voc. Ed. and page B1 without Voc. Ed.) Such contracts or agreements usually outline the responsibility of each party in general terms, but often leave room for misunderstanding and error.

One of the more comprehensive statewide cooperative agreements researched by this writer is the "Vocational Education and Vocational Rehabilitation Partnership in Secondary School Programming for Educationally Handicapped Youth, Project Series #8, prepared by the Indiana Department of Public Instruction, Division of Special Education, Division of Vocational Rehabilitation, and Division of Vocational Education (30, p. 29-38) (See Appendix, pages C1-6).

The Indiana Model is unique in that it is organized under the major headings of (I) Purposes of the Agreement, (II) Eligibility, (III) Preemployment Vocational Experience Program (PVE), (IV) Implementation, (V) Fair Labor - Standards (VI) Civil Rights Clause, (VII) Effective Date and Duration of Agreement, and (VIII) Approval . (30, p. 29-38).

Under "Purposes of the Agreement" is outlined the principle phases through which student - clients should be channeled: a vocationally oriented curriculum, preemployment guidance and counseling, inschool work adjustment training, job exploration, vocational evaluation, community work experience, post-school training, plus placement and followup (30, p. 30).

The program is further broken down with specific goals for grades 10, 11, and 12. A necessary component for enhanced understanding is the inclusion of a student and parent orientation to the PVE program. One area not included which deserves consideration is that of driver education for those who qualify. Even if the Co-op Program is successful in raising the level of a youth's employability, he may be significantly hampered if he has no transportation when placed on a job. Experience with "Driver and Safety Education for Educable Mentally Retarded", Alabama three year Project # DE- 69-901-(001) (23). proves that the majority of EMR's in high school exceptional units can become successful drivers.

Two considerations which occasionally causes misunderstanding between LEA and state agency representatives revolves around the questions of whether all students in a Co-op Program have to be handicapped and/or clients of Vocational Rehabilitation. The Florida Vocational Education Program Guidelines (10, p. 4) indicate that "vocational education classes in which half or more of the enrollees are handicapped qualify as special classes for the handicapped." The Alabama Cooperative Agreement with VE, VRS, and SPE avoids the issue of total class screening and referral, and mentions only that it is the duty of VRS to "identify and locate persons properly classified as handicapped..." (2, p.1) and that SPE has the responsibility "to identify and screen all Exceptional Children and Youth students who are to be placed in an Exceptional Children and Youth class ...." (2, p. 2) . Although not written in the Alabama Agreement, it is established policy that the majority of students enrolled in VE special needs units must be handicapped. The Indiana Model Agreement stipulates that "individuals not considered eligible by the Indiana VRD may participate in the program at school expense" (30, p. 31).

Another point often misconstrued relates to the wording of the 10% portion of VE funds to be expended on the handicapped. The ten percent set aside under the VE Amendments of 1968, section 122 (C) 3 stipulates that at least 10 percent of each State's allotment of funds appropriated under section 102 (A) for any fiscal year beginning after June 30, 1969, shall be used only for the purpose set forth in paragraph 4 (B) of subsection (a)". (28, p.10) The emphasis here is on each State's allotment and not each LEA's allotment. Some local Coordinators of Special Education feel that they are due 10 percent of their local vocational education budget. This is in error. Based on statewide needs and resources, some of the State's alloted 10 percent may or may not be expended in any one system.

TRAINING OF PERSONNEL

Training of personnel is a significant problem when consideration is given to develop a program for the handicap. Three primary sources are evident, and perhaps to a lesser extent several others. The act authorizes $35 million beginning for fiscal year 1970 for personnel training under Part F - Training and Development Programs for Vocational Educational Personnel - of the Education Professions Development Act. The above mentioned funds are for institutions of higher learning which offer graduate vocational education programs. Experienced vocational educators may enroll for three years of full - time study. Said funds may also be expended for special institutes (29, p. 12).

One-tenth of the amount authorized for the "permanent" program of vocational education is reserved for training and research. These funds are distributed on the basis of population and per capita income (29, p.11).

The third major source of training funds are available through the Division of Training Programs, Bureau of Education for the Handicapped, Office of Education. These funds are available in the form of fellowships, assistantships, traineeships, and special study institutes (25, p. 17-19).

Provided the LEA includes training of personnel who work with the handicapped in their Title I annual plan and budget submitted by August 15 of each year to the State Education Agency, such funds may be legitimately utilized for said purpose. Involved in this case is the individual commitment of the LEA administration that training is a priority.

Titles III and VI to a lesser extent could be utilized in some states for teacher training in the area of the handicapped.

SUGGESTED SERVICES AVAILABLE FOR FUNDING UNDER VEA OF 1968

Dr. Malcom C. Gaar, Program Officer, Vocational, and Technical Education, U.S.O.E., Region IV, Atlanta presented the following outline of possible services and program components at the Conference on Vocational Education and Rehabilitation of the Disabled and Disadvantaged at the University of Florida, 1970:

1. Survey by contract or by staff members to identify:
   a. Handicapped population:
   b. Methods, materials, equipment, and techniques utilized in providing vocational education programs for handicapped persons.
   c. Occupational opportunities available to the handicapped.
   d. Other agencies, organizations, and individuals who are concerned with, and knowledgeable about, education of handicapped persons.
   e. Extent of vocational preparation being provided by other agencies and organizations.
   f. Areas in which programs are needed ....(geographic, population groups, manpower needs, etc.)
2. Recruitment and promotional activities designed to reach handicapped persons, potential employers and potential teachers, and to develop community participation and support.

a. Advertising, speaking engagements, working with citizen groups.
b. TV announcements, posters, and other visual presentations.

3. Scheduling modifications.
   a. Individual scheduling which required additional faculty time.
   b. Extended school day, week, or year, which requires additional faculty time and other related expenses.
   c. Individual instruction which required additional faculty time.
   d. Flexible scheduling permitting individual student to enter and/or leave program when student, teachers, and counselors, feel is appropriate to student's progress.
4. Formation and servicing of Advisory Committee for the Handicapped, similar to activities which are preformed for occupational advisory committees.
5. Formation of, and participation in, activities of coordinating committees..... State and local.
   a. Travel expenses.
   b. Additional time of assigned faculty member.
   c. Additional clerical expenses.
6. Modifications of regular program.
   a. Special equipment necessary for handicapped persons if they are to succeed in vocational program.
   Examples:
   (1) Visually handicapped--
      (a) Instructions in Braille.
      (b) Large print materials.
      (c) Signals which use sound rather than sight (bell rather than light).
      (d) Special safety devices such as additional guard rails around moving parts of a machine.
   (2) Deaf and Hard of Hearing --
      (a) Printed rather than verbal instructions.
      (b) Signals which use sight rather than sound (lights rather than bells).
      (c) Sound amplification devices.....Hearing aids for individual students are not an allowable item but desks and work stations can be equipped with earphones and amplification systems.
   (3) Crippled --
      (a) Adaptations of regular equipment such as adding hand controls to machines which regularly have foot controls.
      (b) Special desks and work tables for students who are in wheel chairs.
      (c) Ramps for students who cannot use stairs.
   (4) Mentally Retarded --
      (a) Simplified equipment.
      (b) Simplified instruction guides and manuals.
   (5) Cardiac and other physically impaired persons --
      (a) Additional facilities for rest periods.
      (b) Handrails in washroom and corridors. (12, p. 7, 8, 9).

SPECIFIC IMPACT OF VEA OF 1968

Since the VEA of 1968 tied funds to performance, vocational educators have begun shifting from their 1917 orientation based on the Smith- Hughes Act, with priorities on occupation and land-grant colleges, and the 1963 orientation which established a "special needs" category, to a position of emphasis on people (8, p.1) and (29).

Mr. G.E. Wallace, Director of Adult, Vocational, & Technical Education, Region IV, Atlanta, indicates that "lack of relevance" in some areas was due to shortage of funds. This was possibly true until 1963 when Congress raised the 1958 funding of $57 million to $225 million. Although the "special needs" category was established by the 1963 VE Act for services to the handicapped, only "two percent of all vocational education money was utilized for the special needs category" (31, p. 19-21).

With the VEA's of 1968, two Regional IV Conferences have been held cooperatively involving Special Education, Vocational Education and Vocational Rehabilitation. These conferences are: (1) A Roundtable on How to Implement Instructional Programs for the Disadvantaged and Handicapped in Region IV, April 28-29, Atlanta, and (2) Education and Rehabilitation of the Disabled and Disadvantaged, July 26-29, 1970, University of Florida, Gainesville.

Ten percent of most State's allotment has been expended on programs termed "for the handicapped". For 1971, that should have amounted to $56.5 million. By reviewing a U.S.O.E. publication entitled Mental Retardation Activities, 1970, VEA (Part B) is given credit for the expenditure of $11.5 million on the handicap of mental retardation alone in the category of services. In the category of

training, EPDA was projected for $1.04 million for F.Y. 1971 (27, p. 78). For Alabama, vocational education's total allotment was $716,827 for 1971-72 (3, p. 1).

Cooperative state education agency planning is occuring with more regularity prodded by necessary agreements, State Advisory Councils, and planning via Projected Activities for Title VI. The above mentioned agreements and plans require "sign offs" and mutual "inputs" (17, p. 86). The VEA's of 1963 stipulate the formation of National and State Advisory Councils with categories of representative membership and functions. In only one instance has this writer found duties of a Local Council, that being in the State of Florida (See Appendix, P.D-1).

SUMMARY

In summary, through coordination and cooperation, the three primary agencies working with handicapped youth in an educational and rehabilitation framework can deliver more effective service. Perhaps vocational education can share special education's "interest and proven expertise" (12, p. 9), but vocational education has much more to contribute than money. The handicapped youth of this country need their sincere interest and expertise also to assist in elevating levels of employability.

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